CHCECE045, CHCECE046

Behaviour and Inclusion

Assessor Guide

Assessment 1 of 2

Short Answer Questions

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Assessment Instructions

Task overview

This assessment task requires you to answer Thirty-two (32) short answer questions. Read each question carefully before typing your response in the space provided.

To complete this assessment, you will need access to an electronic device such as a computer or tablet and have internet connection to conduct research as required, accessing various sources of information using digital media.

Assessment Information

Submission

You are entitled to three (3) attempts to complete this assessment satisfactorily. Incomplete assessments will not be marked and will count as one of your three attempts.

All questions must be responded to correctly to be assessed as satisfactory for this assessment.

Answers must be typed into the space provided and submitted electronically via the LMS. Hand-written assessments will not be accepted unless previously arranged with your assessor.

Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

- the processes for conducting the assessment (e.g., allowing additional time)
- the evidence gathering techniques (e.g., oral rather than written questioning, use of a scribe, modifications to equipment)

However, the evidence collected must allow the student to demonstrate all requirements of the unit.

Refer to the Student Handbook or contact your Trainer for further information.

Please consider the environment before printing this assessment.

Question 1

Examine the requirements related to Relationships with Children in the National Quality Standard and associated laws and regulations. Summarise your findings on how the National Quality Framework (NQF) aims to foster respectful interactions and behaviours in children.

[Approximate word count: 170-190 words]

Assessor Instructions: Students must include a summary of Quality Area 5 and the NQF – National Laws and Regulations. The student must include a summary of QA5, Standards 5.1 and 5.2. The student must list the National Law and Regulation. The student's response can be paraphrased details of QA5 and regulations in their own words or a quote from the ACECQA website. Responses should approximate the benchmark answer. Assessor can refer to ACECQA to confirm the accuracy of the summary of QA5: https://www.acecqa.gov.au/nqf/national-quality-standard/quality-area-5-relationships-with-children and National Laws and Regulations: https://www.acecqa.gov.au/nqf/national-law-regulations

A sample answer is provided below.

- Quality Area 5 – Relationships with children: Relationships with children that are responsive and respectful and promote children's sense of security and belonging.
- Quality Area 5 consists of two Standards.
    - Standard 5.1 – Relationships between educators and children:
        - Promotes respectful and equitable relationships.
        - Positive educator-to-child interactions.
        - Supports the dignity and rights of the child.
        - This standard reflects respectful interactions, which assist in building trust and engage and support children to feel secure, confident and included.
    - Standard 5.2 – Relationships between children:
        - Promotes and supports children to build and maintain sensitive and responsive relationships.
        - Promotes collaborative learning between peers.
        - Supports children to regulate their own behaviour.
        - This standard reflects respectful interactions that assist children in maintaining relationships, learning from each other, responding appropriately to others' behaviour, and communicating successfully to resolve conflicts.

- The National Quality Framework (NQF) operates under an applied law system, comprising the *Education and Care Services National Law* and the *Education and Care Services National Regulations*. Regulations and laws associated with the National Quality Framework also discuss relationships with children. For example, Regulation 155 and 156 interactions and relationships with children and in groups. The National Law acknowledges that the Regulations will clarify expectations around interactions with children.

Question 2

Examine the requirements of the National Quality Framework concerning collaborative partnerships with families and communities. Summarise your understanding of the requirements.

[Approximate word count: 270-290 words]

Assessor Instructions: Students must examine the requirements of the National Quality Framework concerning collaborative partnerships with families and communities: Quality Area 6. The student must include a summary of QA6, Standards 6.1 and 6.2. The student must list relevant Regulations. The student's response can be paraphrased details of QA6 in their own words or quotes from the ACECQA website. Assessor can refer to ACECQA to confirm the accuracy of the summary of QA6: https://www.acecqa.gov.au/nqf/national-quality-standard/quality-area-6-collaborative-partnership-with-families-and-communities and National Laws and

Regulations: https://www.acecqa.gov.au/nqf/national-law-regulations Responses should approximate the benchmark answer.

A sample answer is provided below.

- NQF QA6 aims to foster respectful interactions and behaviours with families and communities. It aims to achieve quality outcomes for all children.
- Quality Area 6 – Collaborative partnerships with families and communities: aims to recognise that collaborative relationships with families are vital to achieving quality outcomes for children and that community partnerships based on active communication, consultation and collaboration are also essential.
- Quality Area 6 consists of two Standards:
  - Standard 6.1 – Supportive relationships with families:
    - Promotes the development and maintenance of respectful relationships.
    - Supports families to engage with the service.
    - Resects parent views.
    - This standard reflects respectful interactions with families that help children's families be involved in the service and contribute to service decisions. It aims to understand and support the families and therefore support the child's culture, values, and belief systems. It engages the child's family by providing current information about the service, relevant community services, and resources to help parenting and family well-being.
  - Standard 6.2 – Collaborative partnerships:
    - Aims to enhance children's inclusion, learning and well-being.
    - The standard focuses on transitions, access, and participation in the service and community engagement.
    - This standard reflects respectful interactions with families and communities, which assist the continuity of learning and transitions for each child, as children are supported by sharing information and clarifying responsibilities. It promotes and supports effective partnerships that help children's access, inclusion, and participation in the service. It also indicates that the service seeks to build quality relationships and engagement with community services.
- The Regulations and Law also set out requirements for collaborative partnerships. For example, Regulation 157 and the Law require building regulations to support collaboration between parents and educators.

Source: ACECQA, ND, Quality Area 6, https://www.acecqa.gov.au/nqf/national-quality-standard/quality-area-6-collaborative-partnership-with-families-and-communities

Question 3
Outline how the National Quality Standard: educational program and practice supports inclusion.

(Approximate word count: 170-190 words)

Assessor Instructions: Students must examine the requirements of the National Quality Standard 1 educational program and practice. The student must include a summary of QA1, Standards 1.3.1, which links to inclusive programs, practices and assessments. The student's response can be paraphrased details of QA1 in their own words or quotes from the ACECQA website. Assessor can refer to ACECQA to confirm the accuracy of the summary of QA1: https://www.acecqa.gov.au/nqf/national-quality-standard/quality-area-1-educational-program-and-practice Responses should approximate the benchmark answer.

A sample answer is provided below.

- Quality Area 1 – Educational program and practice aims to ensure that educational practice is stimulating and engaging to enhance children's learning and development.
- Quality Area 1 consists of the following Standards:
  - 1.1 Program
  - 1.2 Practice
  - 1.3 Assessment and Planning.

Question 4

Summarise the following legal and ethical considerations that impact practices around inclusion at a leadership level:

- anti-discrimination legislation
- framework for human rights and rights of the child
- requirements related to privacy, confidentiality and disclosure
- Early Childhood Australia (ECA) Code of Ethics.

Assessor Instructions: Student response must include a summary of legal and ethical considerations in each listed area and the impact on practices at the leadership level of early childhood services. The student will respond in their own words, and the content will vary. However, the response will demonstrate the student's knowledge of legal and ethical considerations. Responses should approximate the benchmark answer.

The assessor can refer to the following sources to confirm the accuracy of the student's response: https://www.ag.gov.au/rights-and-protections/human-rights-and-anti-discrimination/australias-anti-discrimination-law, https://www.humanrights.gov.au/about/what-are-human-rights, https://www.humanrights.gov.au/our-work/childrens-rights/convention-rights-child, https://www.oaic.gov.au/privacy/australian-privacy-principles and http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/

A sample answer is provided below.

Legal and ethical area	Summary (100-130 words)
Anti-discrimination legislation	Australia's human rights and anti-discrimination laws include: • Disability Discrimination Act 1992 (Cth) • Racial Discrimination Act 1975 (Cth) • Sex Discrimination Act 1984 (Cth) • Age Discrimination Act 2004 (Cth) • Australian Human Rights Commission Act 1986 (Cth) There are also State/Territory legislation, including: Equal Opportunity Act 2010 (Vic), Anti-Discrimination Act 1977 (NSW), Discrimination Act 1991 (ACT), Anti-Discrimination Act 1991 (Qld), Equal Opportunity Act 1984 (WA), Equal Opportunity

Legal and ethical area	Summary (100-130 words)
	Act 1984 (SA), Anti-Discrimination Act 1998 (Tas) and Anti-Discrimination Act (NT). The legislation defines discrimination as the actions of, or proposed actions to treat, someone unfavourably because of a personal characteristic protected by the law (disability, gender, religious beliefs, race, etc.) These actions include bullying someone because of a protected characteristic. Leaders in early childhood must ensure they act in ways that are inclusive and free from discrimination.
Framework for human rights and rights of the child	**Human rights:** The inherent value of each person is recognised. These rights centre on principles of dignity, equality, and mutual respect. These principles are shared across cultures, religions, and philosophies. The United Nations adopted the Universal Declaration of Human Rights in 1948. It sets out the basic rights and freedoms that apply to all people. The Australian Government has agreed to uphold and respect many of these human rights treaties. Services and the leadership will act in ways that respect the human rights of all people. **United Nations Convention on the Rights of the Child:** A treaty ratified by many nations that sets out conventions they are bound to uphold. This legally binding international agreement establishes every child's civil, political, economic, social, health and cultural rights. Services and the leadership will act in ways that uphold the rights of all children, regardless of gender, cultural background, needs and disability.
Privacy, confidentiality and disclosure	The Australian Privacy Principles (APPs) are key components of the Privacy Act (1988) (Cth). This legislation aims to protect personal information gathered or developed in early childhood services. These components cover the following: • How a child and their family's personal information can be used and disclosed (record keeping and accessibility of information). • How to keep information secure to prevent its loss or misuse (data security and legislated storage requirements). • The management of people's private, personal and confidential information transparently. • The manner and purpose in which personal information is collected and used (privacy and confidentiality). • In early childhood, when a child is at risk, a service must make a disclosure to the authorities regardless of permission being obtained/granted. Service leaders will follow the legal requirements when gathering, storing, and sharing or disclosing information.

Legal and ethical area	Summary [100-130 words]
ECA Code of Ethics	This document provides a framework upon which sound ethical practices can be based by setting out what is ethical in practice and what is not. It provides educators with a tool to better recognise/reconsider how children, families and communities have rights, entitlements, and strengths. When educators follow the Code of Ethics, they can ensure that they are providing quality care.
	The code of ethics is specific to early childhood and provides service leadership with a sound set of requirements to ensure services to children, and their families are based on an agreed set of ethical standards.

Question 5

a) Outline and compare the theories and research of Albert Bandura and Erik Erikson concerning children's cooperative behaviour. Your answer must include the following:

- Contrast how their beliefs differ.
- How do their perspectives on a child's behaviour differ?
- What are supportive intervention measures addressed in the theories?

(Approximate word count: 230-250 words)

Assessor Instructions: Student response must outline and compare the child development theories and research of Albert Bandura's [1977] and Erik Erikson's [1963] theories in their own words concerning:

- Contrast how their beliefs differ.
- How do their perspectives on a child's behaviour differ?
- What are supportive intervention measures addressed in the theories?

The response will be in the student's own words, and the content will vary. However, the response will demonstrate the student's knowledge of theories and research about developing children's cooperative behaviour. Responses should approximate the benchmark answer.

A sample answer is provided below.

In Bandura's view, learning occurs because of three factors:
- Observation
- Imitation
- Modelling.

Bandura maintains that a person's cognitive abilities, physical characteristics, personality, beliefs, and attitudes influence their behaviour and environment. Therefore, Bandura implies that the social environment directly influences behaviour, and in turn, this behaviour influences the environment.

On the other hand, Erik Erikson's stage-based lifespan theory indicates that human behaviour is shaped by crisis and conflict, which occur in stages as the individual matures. Erikson's proposed that unresolved issues across the stage-based life span theory may be carried forward and affect the individual's ability to deal with later 'crises'.

According to Erikson, development is a result of the following:
- Biology (personality traits).

- Environmental (cultural) factors include the level of support from significant others: family, teachers, life experiences and events.

Erikson believed that psychological factors, such as the individual's perceptions of an experience, are as important as the experience itself in shaping behaviour.

The interplay in Bandura's theory is between the individual and the environment. In Erik Erikson's theory, the interplay is between biological development, psychological factors, social influences, and cognitive capacities.

Concerning intervention, Bandura's theory is a social learning theory; therefore, children need to observe appropriate behaviours to model those behaviours. However, Erikson's theory proposes that the child's appropriate developmental stage and crises must be identified first and then measures put into place to assist in resolving the crises.

Source: Kearns, K., 2020, Birth to Big School 5th Edition, Cengage Learning Australia Ltd, Australia.

b) Conduct research and provide an overview of the current and emerging child behaviour theories of Bowen, Bowlby, and Bronfenbrenner. Provide a summary of your research about how these theories assist in developing children's cooperative behaviour. In your response, you will ensure you explore and contrast their beliefs and differing perspectives on child behaviour and explain supportive interventions. [Approximate word count: 280-300 words]

Assessor Instructions: Students must summarise their research into the current and emerging child behaviour theories. The student will respond in their own words and explain the research of Bowen's family system theory, Bowlby's attachment theory and Bronfenbrenner's ecological systems theory. The student's responses will summarise the research, explore their beliefs and differing perspectives on child behaviour and explain supportive interventions. Students must demonstrate knowledge of current and emerging child behaviour theories. Responses should approximate the benchmark answer.

A sample answer is provided below.

John Bowlby's attachment theory determined that the attachment styles of children arise from their early interactions with caregivers. Children are born with an innate need to stay close to caregivers. This helps ensure the child's safety and security. In an education setting, the carers remain nearby to respond to the child's needs. When these are disrupted, such as a child entering child care or starting school, there is a predictable impact on behaviours.

Urie Bronfenbrenner's Ecological System Theory focuses on children's relationships in many environments and how these link to the child. He sees child development as part of a complex system of social relationships and how this impacts the child's development. He suggested that children are influenced by various environments (known as ecological systems) that interact with each other in various ways. Instead of focusing on stages, such as Erikson and Bandura, or close relationships in isolation, the Ecological theory looks at the various levels of influence, including relationships with family, peers, society, culture, and customs. In education, children's development should be seen through the lens of the child and their immediate environment and consider the interaction and influence of the larger environment.

Murray Bowen's Family Systems Theory recognises the importance of the family unit to a child's behaviour and development. The child is seen in the context of the interactions and relationships that they have with members of their family. This links to Bronfenbrenner's theory of family relationships and Bowlby's attachment theory. The theory explains that to understand the child, they need to be viewed as a part of the family they are connected to as the family is the affecting factor to the person's life. Each family member is attached and connected to the other members, and none can be viewed in isolation from the whole system.

Question 6

Identify two (2) examples in each of the listed categories of how educators can promote inclusion and be considerate to others when communicating with children, colleagues, and families:

- challenging bias
- curriculum
- modelling behaviour
- providing examples
- provoking children's thinking
- behaviours that show respect for diversity

Assessor Instructions: Students must provide any two (2) examples in each category of how educators can promote inclusion and be considerate to others when communicating with children, colleagues, and families. The response will be in the student's own words, and examples will vary depending on their research and focus. However, the response will demonstrate the student's knowledge of the promotion of inclusion across different areas of practice. Responses should approximate the benchmark answer.

A sample answer is provided below.

Category	Examples that promote inclusion (30-40 words)
Challenging bias	• Challenging biases when children perpetuate them, e.g., using outdated or disparaging terms and explaining an inclusive alternative. • Supporting others to see the impact of their behaviour and examining the perspectives of other people who have been treated unfairly using perspective-taking.
Curriculum	• Adjusting the curriculum by making individual modifications and arranging additional supports to enable all children, including children with additional needs. • Promoting acceptance of diversity by providing a wide variety of resources that reflect the community's full spectrum.
Modelling behaviour	• Modelling pro-social skills to children to build empathy and understanding. • Using non-judgemental and inclusive language with children, colleagues, and families, e.g., avoiding labelling and not referring to children with additional needs as victims or saying they suffer from a condition.
Providing examples	• Exposing children, colleagues, and families to a wide range of inclusive examples. • Using resources and activities that include images and stories about people from diverse backgrounds and with additional needs. e.g., Inviting community members to attend the service from diverse backgrounds

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Category	Examples that promote inclusion (30-40 words)
Provoking children's thinking	• Explaining the benefits of inclusion and encouraging children to explore what they have in common rather than focusing on the differences. • Invite children to ask questions about other people's perspectives to build understanding and mitigate biases.
Behaviours that show respect for diversity	• Show respect for diversity and inclusion by modelling inclusive language and behaviours that are child-centred and based on responsive teaching and scaffolding • Having a positive and welcoming attitude toward differences can support others to respect diversity.

Question 7

Explain how an educator's own values and experiences can influence their perspectives about behaviour. Provide one (1) example of value or experience that shaped your perspectives on behaviour. Explain how critical reflection can help educators recognise their perspectives, beliefs, and biases, to enhance their pedagogy and inform future practice. [Approximate word count: 180-200 words]

Assessor Instructions: Students explain how an educator's values and experiences can influence their perspectives about behaviour. The student will provide one (1) example of an identified value or experience that has shaped their perspectives on behaviour. The response must also explain how critical reflection can help educators recognise and respond to their biases and perspectives and enhance their future practices. Responses will be in the student's own words. Responses will vary depending on the research, the focus taken by the student and the example provided. However, responses will demonstrate the student's knowledge of how the educator's own values can impact perspectives on behaviour and the use of critical reflection to identify and respond to identified findings. Responses should approximate the benchmark answer.

A sample answer is provided below.

Values can positively or negatively affect an individual's perspectives on behaviour, regardless of whether they are aware of the effects. Family, friends, community, and personal experiences contribute to a sense of identity and worldview. Educators can identify factors that contributed to their perspectives about behaviour, such as place in the family, e.g., the eldest may have had stricter parenting, different gender and behaviour expectations existed in the family, the behaviour techniques used in the family or with the educator's own children.

Critical reflection that allows an educator to identify and explore own values and experiences regularly is important to determine how an individual's values fit with ideas, concepts, and theories, such as inclusion and behaviour management. Values and experiences must be evaluated from different perspectives and then consider whether the educator may change their approach or perspectives, etc. Reflection is vital as it allows educators to make changes and improve their practice, knowledge, and interactions. It gives scope for consultation with other colleagues, in-house and with external networks. The outcomes include improving future practices to enrich children's learning and improving the educator's knowledge and social and self-awareness.

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Question 8

List the five domains of self-regulation and give one (1) example of each.

Assessor Instructions: Students must list the five (5) domains of self-regulation as set out by Dr Stuart Shanker. Assessors can review: https://self-reg.ca/five-domains/ Students can quote, paraphrase, or write in their own words based on Shanker's list. Students will provide any one (1) example for each domain. Students' examples will demonstrate an understanding of the domain. Students' responses will approximate the benchmark answer.

A sample answer is provided below.

Self-regulation domain (20-30 words)	Example (5-15 words)
Biological	• physical development, including brain development to manage complex situations and stresses
Emotional	• ability to modulate strong emotions
Cognitive	• abilities to focus and switch focus, as required
Social	• the ability to engage with others and manage their feelings and intentions during social interactions
Pro-social	• the ability to show empathy and support to others

Question 9

Educators can apply support for children to reframe their behaviour. Self-Regulation was designed with this purpose in mind.

    a)   Outline the Self-Reg five-step method to enhance self-regulation. (Approximate word count: 100-110 words)

Assessor Instructions: Students must provide an outline of the Self-Regulation five-step method by Dr Stuart Shanker. The student can quote, paraphrase, or use their own words. The student's responses will vary but will demonstrate the student's knowledge of the self-reg steps. Assessors can refer to: https://self-reg.ca/wp-content/uploads/2021/05/infosheet_5-Domains-of-Self-Reg.pdf

A sample answer is provided below.

1. Reframe the behaviour: Learn how to distinguish between 'misbehaviour' and 'stress behaviour' and 'reframe' a child's behaviour accordingly.
2. Recognise the stressors: Stressors across the five domains: physical, emotional, cognitive, social and pro-social.
3. Reduce stress: if a child is overwhelmed by large groups of children, start them off with small groups such as one-on-one.
4. Reflect: Help the child become aware of the stress and what it feels like to be calm when in fight-or-freeze mode.
5. Restore: Identify what brings the child back to being calm and promotes resilience, such as soothing, engaging in a physical activity, music, art, etc.

    b)   Outline practices to support the building of resilience in children to support positive interactions and behaviour. (Approximate word count: 60-80 words)

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Assessor Instructions: Students must provide an outline of practices that can be used to support the building of resilience in children to support positive interactions and behaviour. The student will use their own words. The student's responses will vary but will demonstrate the student's knowledge of practices that can build resilience in children. Responses will approximate the benchmark answer.

A sample answer is provided below.

Practices that encourage the child to use a range of communication options to express their needs and feelings assist in developing resilience in children when managing stressors. Educators can talk calmly and help the child regain control through methods that soothe them. Methods can include supporting the child to reframe the situation, distracting the child from the cause of the stress, using techniques such as deep breathing, and practising problem-solving.

Question 10

Explain the importance of understanding child development for educators regarding having age-appropriate expectations of children's behaviour. (Approximate word count: 100-110 words)

Assessor Instructions: Students must provide an explanation of the importance of educators understanding child development when it comes to age-appropriate expectations of children's behaviour. The student will use their own words, so the explanation will vary but will demonstrate the student's knowledge of stages of child development and age-appropriate expectations of children's behaviour. Responses will approximate the benchmark answer.

A sample answer is provided below.

Educators must ensure that what they expect of children is in line with their age and stage of development. Educators must consider the end goal of supporting children to be considerate and respectful of others and focus on what children learn from situations and adult responses.

Approaches may need to be modified based on the age of the children. For example, younger children may need more structure and guidance whilst still being allowed agency over decisions they can make, whilst older children will have more autonomy.

When guiding and supporting children to learn about self-regulation, it is important that educators acknowledge that these skills develop gradually and on a continuum.

Source: https://www.acecqa.gov.au/sites/default/files/2020-01/QA5_Supporting_children_to_regulate_their_own_behaviour.pdf

Question 11

Outline four (4) curriculum decisions that can be made to promote inclusion and equitable and effective participation of all children as valued members of the group. You will also identify how reflection on practices can be used to improve inclusion, equity, and respect for diversity.

Assessor Instructions: Students must describe four (4) curriculum decisions to promote inclusion and equitable and effective participation of all children as valued members of the group. The response must also identify how reflection on practices can be used to improve inclusion, equity, and respect for diversity. Responses will be in the student's own words. Responses will vary depending on the research, the focus taken by the student and the example provided. However, responses will demonstrate the student's knowledge of curriculum decisions that can promote inclusion and the use of reflection to improve inclusion, equity, and respect for diversity. Responses should approximate the benchmark answer.

A sample answer is provided below.

Areas	Promoting inclusion (85-100 words)
Curriculum decisions	• Make the surroundings as welcoming as possible for children and families. Consider aspects of culture and children's interests. • Be aware of different individual needs and cater to these needs wherever possible, for example, wheelchair access and access to outdoor play spaces for children with mobility issues. • Support and encourage children's social and emotional skills by creating opportunities for social interactions and play between children that foster respect, empathy, and inclusion. • Encourage educators to model social skills to help children learn about respectful interactions and behaviour.
Reflection	Reflection can evaluate methods used, the outcomes achieved, and further ideas to enhance future practices. Improvements could consider increased collaboration with the family and an increased understanding of the cultural impacts on the child when developing a support plan or obtaining an external point of view, e.g., an allied health professional or behavioural specialist. Other modifications to support inclusion include the development of a new visual aid, such as a social story or a poster to reinforce behaviours for the child, or the introduction of role plays with the children to practice appropriate responses to stressors.

Question 12

Explain how family beliefs about behaviour in different cultural backgrounds and social groups can influence a child's social development and behavioural characteristics. [Approximate word count: 220-250 words]

Assessor Instructions: Students must explain how family beliefs about behaviour in different cultural and social groups influence children's social development and behavioural characteristics. The student will use their own words in the explanation, and responses will vary. However, responses will provide sufficient detail to demonstrate the student's knowledge of the impact beliefs and culture have on children's development and behaviour. Responses will approximate the benchmark answer.

A sample answer is provided below.

> • Family beliefs and practices about children and their development are defined by what is considered adaptive in their cultural setting. For example, many Western societies reflect an underlying 'individualistic' cultural script. In comparison, non-industrialised societies and 'traditional' cultural groups are often characterised by more 'collectivist' or 'inter-dependent' cultural scripts. They value collective goals more highly.
>
> • Concerning behaviour management, the extent to which parents consider the child's wishes and feelings and encourage the expression of feelings differs according to how the cultural group values individuality or the ability to function as a group member. Therefore, discipline styles vary according to whether or not a culture believes external controls lead to self-discipline.
>
> • There is also variation in how adults organise children's learning, ranging from deliberate, organised learning to child-managed imitation and modelling.
>
> • Different cultures will provide basic caregiving practice in many different ways, including managing eating and sleeping patterns and toilet training.

- When families from a minority culture (migrants)raise their children within the context of a dominant culture (Australia), variations in cultural scripts have been found according to the extent to which parents want to assimilate with the dominant culture. Therefore, attitudes have been found to vary from that of assimilation (adopting the norms of the dominant culture) through to integration (maintaining both 'old' and 'new' cultural norms) or even separation (rejection of both sets of norms).

Source: https://aifs.gov.au/sites/default/files/publication-documents/RP22.pdf

Question 13

Identify five (5) relationship-based guidance strategies educators can use to help children learn about behaviour, regulation, and pro-social skills while maintaining their dignity and rights. (Approximate word count: 130-150 words)

Assessor Instructions: Students must include five (5) relationship-based guidance strategies identified that assist children in learning about behaviour while maintaining their dignity and rights. The student will use their own words and responses will vary. The response will demonstrate the student's understanding of relationship-based guidance strategies that can be used. Responses will approximate the benchmark answer.

A sample answer is provided below.

- Modelling: children learn from observing adults working together and modelling positive behaviours. This encourages children to move towards considerate actions that support an understanding of interdependence.
- Communication strategies: using a wide variety of communication strategies helps equip children with many approaches to use when they attempt to resolve conflict and organise their own feelings.
- Being firm (when needed) and setting boundaries helps children organise their feelings. It provides security for children by knowing that there are limits and that when they need help with their behaviour, they will get it. Children need adults to set reasonable boundaries and help them to organise their feelings and responses.
- Give appropriate choices and agency: supporting children's agency helps them make choices and decisions and influence events. This allows children to implement their emerging skills and develop a strong sense of identity.
- Avoid encouraging 'hollow' gestures: adults often require children to say sorry when they hurt another child. When talking to the child, it is important to get them to think about what they have done and how they feel. We want children to develop care, empathy, and respect, not just say the words 'I'm sorry' without genuine feeling.
- Avoid power struggles: attempt to act in ways that let the child know adults are on their side, even in situations where there are strong feelings and direct conflict. Try to come up with win-win solutions.
- Acknowledge considerate behaviour: let children know when they do things that you approve.

Source: ACECQA, ND, Quality Area 5, https://www.acecqa.gov.au/sites/default/files/2020-01/QA5_Supporting_children_to_regulate_their_own_behaviour.pdf

Question 14

Explain the barriers to participation for children with listed additional needs and the implications for the assigned educator:

- behavioural or psychological disorders
- child at risk of harm or illness
- family circumstances and needs
- health problems
- physical, sensory, or developmental disability

Additional needs	Barriers (50-60 words)	The implication to educators (35-55 words)
Behavioural or psychological disorders	Behavioural or psychological disorders can cause disruption to the curriculum and often require additional support to facilitate participation. Some children can display behaviours outside the normal range for their age and stage of development. Behaviour disorders can lead to actions by the child that are frequent and extreme or can interfere with the child's relationships, learning and quality of life.	Educators can use a strength-based approach and focus on the child's abilities rather than the behaviours. They will see behaviour as trying to communicate a need rather than labelling the child as 'naughty'. Effective support strategies can be implemented with a behaviour support plan collaborating with the child and family.
Child at risk of harm or illness	A child will not always verbalise or disclose that they have been abused and are unwell. They may display challenging behaviours as possible indicators that abuse is occurring to them or they are becoming sick. Children can use challenging or oppositional behaviours to communicate when something else, such as pain or discomfort, is impacting them.	When there is a risk of abuse or actual abuse, staff must understand the mandatory notification procedures and identify the harm indicators. Where a child is ill, staff need to be educated about the symptoms and follow procedures to manage health issues and not increase infection in other children.
Family circumstances and needs	Family issues may affect a child's experience in a learning and development environment and pose barriers. Complex situations may be related to relationship issues, economic stresses, and cultural background, and children can react in ways that may be interpreted as inappropriate. In addition they may be using behaviour as a coping mechanism.	Take the time to investigate family circumstances that may affect the child physically, emotionally, or mentally. Engage with the family to gather background and relevant information to build understanding and how best to manage the support needs.
Health problems	Health problems can create disruption to attendance and cause gaps in learning. It may limit a child's level of mobility and ability to participate fully in activities. They can impact a child's everyday life.	Children may require support to manage chronic illnesses, e.g., diabetes and epilepsy. Staff need to be educated about the

Additional needs	Barriers (50-60 words)	The implication to educators (35-55 words)
		symptoms and risks of chronic health issues. Educators must be vigilant to identify the level of illness and be aware of the process of management or reporting when risk has escalated.
Physical, sensory or developmental disability	The impact of disabilities can include challenges to effective inclusion. Disabilities can interfere with access and cognition, such as: • Paying attention to what needs to be learned. • Processing information effectively (organising or elaborating). • Retrieving information and demonstrating skills that have been previously learned.	Disabilities can be managed or minimised by introducing adaptions. Adaptions are changes in the way activities and learning are conducted to allow children equal opportunity to demonstrate competency and to be able to participate in achieving the desired learning outcomes.

Question 15

Explain how an educator can develop a full understanding of a child's additional needs and barriers to their participation to develop strategies for their support and inclusion. (Approximate word count: 60-80 words)

Assessor Instructions: Students must explain ways educators can develop an understanding of children's additional needs and barriers to participation. The student will use their own words, and responses will vary but will demonstrate an understanding of ways to develop an understanding of children's needs and barriers. Responses will approximate the benchmark answer.

A sample answer is provided below.

Educators use investigation to develop a full understanding of the needs of children and barriers to participation, such as:

- Review the child's history

- Speak with family members

- Observing the child

- Liaise with professionals or industry experts

- Research know needs and interferences

- Use assessment tools to identify needs, such as Early ABLES (online assessment tool)

- Participate in professional development to build understanding, such as disability and early childhood intervention courses.

Question 16

a) Examine and outline aspects of a typical behaviour guidance policy, such as the objective, rationale, framework observational tools and pedagogical practices. (Approximate word count: 40 - 50 words)

Objective: The service ensures that every child is treated with respect and fairness. Their behaviours are supported consistently, fairly and equitably in order to support the development of age-appropriate behaviour and self-regulation skills.

Rationale: The service supports children to learn how to behave in a socially acceptable manner is a developmental task that relies on adult support to guide, and model desired behaviours and set limits appropriate to the age, stage and individual developmental needs of each child.

Framework [set of principles]: typically, these relate to:

- The child's need for agency [freedom of choice].
- Behaviour limits that reflect the age range of children and focus on children's safety, respect for themselves and others, and respect for the physical environment.
- The use of positive language by educators to promote positive behaviour.
- Age-appropriate, simple, clear expectations for behaviour along with required behaviour and simple behaviour consequences.
- Applying natural and logical consequences where age appropriate.

Pedagogical Practices [educator strategies]: typically, these relate to:

- The development of specific behaviour-management plans as needed in consultation with the child's family.
- Behaviour management strategies may include ignoring the behaviour [if appropriate], redirection, discussion, acknowledging or praising desired behaviours, using natural and logical consequences, etc.
- Encouraging children to use their words when conflict arises. For example: 'Stop, I don't like it when...'
- Offering children choices so they can be engaged in managing their own behaviour.
- Where appropriate, teaching appropriate behaviours. For example: asking that children share equipment.

Source: Kearns, K., 2007, Frameworks for Learning and Development 4th Ed. Pearson Education Australia, Australia.

Read and review the Little.ly service Philosophy, Policy and Procedure and respond to the following question.

Little.ly Early Learning Centre, a simulated childcare centre. Access information and policy and procedure documents associated with Little.ly.

This can be done by logging in to the Educator Hub on Little.ly's website with the following credentials:

- Username: SOE
- Password: earlychildhood

b) Outline the service philosophy and list the Little.ly policies related to collaborative partnerships with families and communities, relationships with children, educational program, practice and physical environment and behaviour support. [Approximate word count: 65-85 words]

Assessor Instructions: Students must outline the Littl.ly philosophy and list the policies and procedures. The student can quote the Little.ly service philosophy (https://littlely.eduworks.com.au/our-curriculum/our-philosophy/) or paraphrase it into their own words. The student must list the related policies and procedures as:

- CR1 Interactions with Children and Families – Policy and Procedure
- ML6 – Educational Program and Practice Policy and Procedure
- Indoor safety checklist
- Outdoor safety checklist
- CR2 Behaviour Support – Policy and Procedure

A sample answer is provided below.

Philosophy

Little.ly is a warm homely space immersed in an atmosphere of joy, laughter and well-being. A place that values the comfort of our families and promotes our children's voices. The early years allow us to work alongside children as they develop life skills and explore the world in a mindful way.

Policies:

- CR1 Interactions with Children and Families – Policy and Procedure
- ML6 – Educational Program and Practice Policy and Procedure
- Indoor safety checklist
- Outdoor safety checklist
- CR2 Behaviour Support – Policy and Procedure

Source: Little.ly Early Learning Centre, ND, Our Philosophy, https://littlely.eduworks.com.au/our-curriculum/our-philosophy/

Question 17

Educators can support positive interactions and behaviours by identifying factors contributing to a child's behaviour.

Use the table to explain how each factor could potentially contribute to a child's behaviour and provide one (1) example of a strategy educators can use to minimise the impact of this factor. **Assessor Instructions:** Students must explain how each factor could potentially contribute to a child's behaviour and provide one (1) example of a strategy educators can use to minimise the impact of this factor. The student will use their own words, and responses will vary depending on the research conducted and the examples used but will demonstrate an understanding of potential contributing factors to behaviours. Responses will approximate the benchmark answer.

A sample answer is provided below.

Factor contributing to behaviour	How this factor could contribute to behaviour (15-30 words)	Strategy to minimise the impact of this factor (15-30 words)
The actions of others in the space	Children could be being teased or hurt by other children, or they could be overwhelmed by others in their space.	Provide opportunities for the child to spend time in their own space. Identify children who are upsetting the child, and work to improve their relationship.
Child's need for agency	A child might struggle when they cannot do what they desire at a time that they wish, for example, being outside when the rest of the children are inside.	Offer opportunities for a free-flow routine for the child to take on roles and make decisions when possible.

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Factor contributing to behaviour	How this factor could contribute to behaviour (15-30 words)	Strategy to minimise the impact of this factor (15-30 words)
Child's history	The child's background could cause them to behave like snatching or hurting others if they have previously been denied things.	Learn as much about the child's history and be understanding of their situation.
Consistency or a lack of consistency	A child might be fearful if other staff in the rooms have an inconsistent home life.	Try to have a primary caregiver or an allocated educator for the child so the care received is predictable and familiar.
Child's culture	A child might struggle with the differences in culture. For example, if they are held at home or some cultures hold their boys to a very high level of respect and might struggle to engage positively with female educators.	Learn as much as you can about their culture and build consistency and familiarity for the child in the room as much as possible.
Curriculum, practices, or environments of the service	Moving around as a group or expecting a child to sit for group time might be difficult for some children.	Reflect on the environment and how the child engages with it. Reflect on the routine and make changes to support the child's engagement throughout the day.
Group dynamics	Group dynamics can impact a child and their behaviour. For example, when a large group of high-energy children struggle with positive interactions, this can influence others.	Divide groups and work in small groups as much as you can. Do an indoor and outdoor program throughout the day.
Illness	A child can feel unwell, and they cannot describe what is happening to them, so this can cause them to struggle with their interactions.	Provide areas where they can lie down or relax, stay close to them, and offer additional support. Support them to recognise their feelings by using words.
Not meeting the child's needs	Not meeting the child's needs can cause them to behave in a way that is not socially appropriate for the setting.	Ensure their needs are met all day. For example, offer healthy snacks as a platter of food or a fruit bowl so they can access food if that is a challenge.
Lack of sense of belonging	When a child feels that they do not fit in, it can influence their behaviour as they feel like they do not belong and are not accepted. They can behave in ways to seek attention to establish that they are acknowledged and belong.	Spend time with the child and provide encouragement. Put their photo up and their artwork on display.
Partnership with family	When there are not healthy partnerships with families, a child can be quite unsure of the educators, which can cause them to act in ways that are not positive.	Focus on engaging with the family and provide opportunities for them to engage by offering positive feedback about their child.
Personality	Children's personalities can impact their ability to align with the behaviour expectations in the service.	Talk with children about the expected behaviours and be reflective about how you can adjust the expectation to support the child's participation.
Staff child ratios	Children can behave in ways that are not positive when there are too few educators in the space because they know they are not being observed.	Adjust the routine wherever possible to support effective supervision. Ensure someone is close to the child/ren who requires additional support.

Factor contributing to behaviour	How this factor could contribute to behaviour (15-30 words)	Strategy to minimise the impact of this factor (15-30 words)
Recent or current events they are experiencing	A child may have experienced a traumatic event or be going through a family breakup after a divorce. These recent events will have an impact on the child's behaviours.	Support the child, and ensure there is time for discussion and one-on-one time. Provide opportunities for drawing and creative expression. Engage in well-being practices such as relaxation, mindfulness and meditation.
Developmental stage	Children's behaviour can be reflective of their developmental stage or frustration around wanting to achieve a milestone. For example, as a baby is about to crawl, they can become quite frustrated and vocal.	Provide experiences that will support the child to develop further. Educators can learn about developmental stages to provide extension learning to support the child move to the next stage.
Sensory input – body and the environment	The environment can contribute to children's ability to process sensory input. For example, if the space is too loud or echoes. This could contribute to behaviours, especially if a child has a sensory processing disorder or hearing difficulties.	Soften the environment by adding carpets/rugs to reduce noise. Consider the design of the environment and reduce colour and busy walls.
Size of the group of children	Group size can contribute to behaviours because children find large or noisy groups overwhelming. In addition, group dynamics can contribute to children's behaviour.	Split up groups wherever possible. Run an indoor/outdoor curriculum. Use progressive mealtimes to reduce the volume of children in an area at once.
Temperament and attachment	Temperament and attachment can greatly influence children's behaviour; sometimes, educators struggle with particular temperaments or attachment requirements.	Get to know the child, and learn about temperaments. Use a primary caregiving approach and provide 1:1 time with the child.

Question 18

Identify and list frameworks for observing children to understand individual needs. (Approximate word count: 30-50 words)

Assessor Instructions: Students must identify and list. The student will use their own words, and responses will vary. However, the student must list recognised observation frameworks used in early childhood education and care.

A sample answer is provided below.

> The service can use a variety of observation frameworks. Observation tools include recording the child's voice, narratives, jottings, sociograms, anecdotal records, time and event sampling, cultural maps, digital images, samples of children's work and running records to develop an understanding of children's needs.

Question 19

Outline the six-step process of a functional assessment or 'reframing'. (Approximate word count: 180-200 words)

Assessor Instructions: Students must outline the six-step process of functional assessment or 'reframing' as set out by Karen Kearns. The response can be paraphrased, quoted or in their own words and will demonstrate knowledge of reframing behaviours. Responses should approximate the benchmark answer.

- Identify challenging behaviour: 'what is the child doing, and how is it affecting others? For example, the child actively avoids interactions with others. Also, identify the function the behaviour serves for the child and the usual outcome for the child. Does the behaviour assert needs and avoid all interaction?

- Select observation strategies: such as conducting observation across several different settings and times, such as mealtimes, play times, transition times or in small groups. When observing, consideration must be given to how the program/environment/education and child ratios influence the child's behaviour. Does challenging behaviour occur most often when there is minimal supervision?

- Identify the current explanation for the behaviour: using all information gathered and reflecting on why the behaviour may occur. What motivates the child?

- Describe present corrective attempts: describe observed educators' responses and their effect on the child's behaviour. Were they successful?

- Generate a new explanation: examine what is maintaining the behaviour rather than what might have triggered it. Does the behaviour elicit a specific response from educators that reinforces the behaviour?

- Change how you respond: develop new ways to respond to the targeted behaviours that will result in positive changes in the child.

Source: Kearns, K., 2007 Frameworks for Learning and Development 4th Ed. Pearson Education Australia.

Question 20

Describe two (2) methods for identifying and responding to the needs of children engaged in a group activity who are affected by the challenging behaviours that are being exhibited by some of the other children in the group. (Approximate word count: 120-140 words)

Assessor Instructions: Students must describe any two (2) methods for identifying and responding to the needs of children engaged in a group activity who are affected by the challenging behaviour of other children within the group. The methods will vary depending on the student's experience and focus. However, they will demonstrate the student's knowledge of identifying and responding to the needs of other children who may be affected by the behaviour. Responses should approximate the benchmark answer.

A sample answer is provided below.

- Suppose an activity is being conducted in a large group. In that case, challenging behaviours of some children can affect other children too by reducing the morale and cheerful spirit of the whole group. Educators can split larger group activities into smaller groups, making it easier for the educator to manage a small group.

- During a group activity, if a child lacks a sense of belonging and is having a tantrum to obtain the educator's attention. This behaviour can affect other children within the group, who may mirror the behaviour and start tantruming to seek comfort from the educator. The educator can provide the group with equal attention and acknowledge all children so that everyone is equally supported and reassured. Educators can ensure a carer is close to the child/ren who requires additional support.

Question 21

Case study:

You are the Valley Oak Room team leader, and you have a child demonstrating challenging behaviours for a few months. You have been documenting the behaviours and the incidents as they have occurred. You have been speaking with the child's family on an ongoing basis and consulting with educators in your team and the Director.

You have decided it is time to document a formal positive behaviour guidance plan.

a)   List stakeholders and other professionals who you would engage in the process of developing the positive behaviour guidance plan. [Approximate word count: 15-25 words]

Assessor Instructions: Students must list stakeholders who would be involved in the process of developing the positive behaviour guidance plan. The list will vary; however, responses will demonstrate an understanding of consultation with key stakeholders, including the family and other professionals. Responses should approximate the benchmark answer.

A sample answer is provided below.

- Parents.
- Educators
- Child (where appropriate)
- Director/manager
- Other associated professionals who work with the child, e.g., occupational therapists and educational psychologists.

b)   List the steps you would include in the process of developing the plans to support positive interactions, including steps when the plan is in place. [Approximate word count: 50-70 words]

Assessor Instructions: Students must include a list of the steps they would include in the process of developing the plans to support positive interactions, including steps once the plan is in place. Students can use their own words, and responses will vary but will demonstrate knowledge of steps in developing, implementing, and reviewing the plan. Responses should approximate the benchmark answer.

A sample answer is provided below.

- Observation conducted of the child/behaviours
- Meetings with stakeholders to determine the plan
- Documenting the plan, including goals
- Sharing the documented plan with the parties involved
- Implementing the plan and train educators as required
- Observing the child within the plan being implemented
- Gathering data on changes observed in behaviour to determine the effectiveness of the plan
- Reflecting on the plan
- Hold follow-up meetings to discuss the progress
- Changing or modifying the plan where necessary

c)   Explain how you would document the positive behaviour guidance plan and what you would include. [Approximate word count: 220-240 words]

Assessor Instructions: Students must explain how they would document the plan and what would be included. The response will vary and will be in the student's own words. The response will demonstrate an understanding

of the documentation and content of behaviour support plans. Responses should approximate the benchmark answer.

A sample answer is provided below.

1. Using templates at the workplace.

2. Written in positive wording with a growth approach.

3. Defining behaviours that cause concern. For example, verbal or physical aggression.

4. Setting goals and objectives. For example, long-term and short-term goals and specific objectives. The educator must consider the child's strengths and interests when developing objectives.

5. Determining strategies. This typically involves the support of team members to ensure consistency. Strategies will be specific to address concerns and work towards meeting objectives and long-term and short-term goals. An example of a strategy may be reinforcing positive interactions with peers. Strategies may be developed with the input of parents/family members, other educators, professionals, and the child where age appropriate.

6. Implementing the plan. When the plan is implemented, strategies are carried out daily. For example, strategies could include:

   - Giving the child verbal positive praise for interacting with peers or giving other children re-enforcement for interacting positively with the child.

   - Strategies may move forward in relation to having the child observe the other children at play while the educator suggests and role models ways in which the child can join in the play.

   - When the child shows frequent interest in playing with the other children, the child may join in with only the 'suggestion' from the educator, etc.

   - The educator will gradually reduce the frequency of the reinforcement as the child interacts more often.

Source: Kearns, K., 2007, Frameworks for Learning and Development 4th Ed. Pearson Education Australia.

d) Outline the process of continual monitoring of the implementation of a positive behaviour guidance plan. [Approximate word count: 100-120 words]

Assessor Instructions: Students must outline a process of monitoring the implementing the positive behaviour guidance plan. The student will use their own words, and responses will vary. Responses will demonstrate an understanding of a process for monitoring behaviour support plans. Responses should approximate the benchmark answer.

A sample answer is provided below.

- During this process and as the child progresses, the educators and the family can collaborate to modify and refine goals and set new objectives.

- Review the goals and objectives to ensure they are clear and make the evaluation process easier. For example, if the child is provided with opportunities to engage with other children during a group project, this is not working or does not support interactions. These experiences (pedagogy) and objectives would need to be reviewed and changed.

- Educators will continually monitor and document any changes and communicate this to the child, other educators and the family.

Source: Kearns, K., 2007, Frameworks for Learning and Development 4th Ed. Pearson Education Australia.

Question 22

Throughout the implementation of strategies for individual support and inclusion, explain how an educator can ensure the child's and family's right to privacy is respected. Ensure you include actions before seeking assistance from other professionals. [Approximate word count: 70-90 words]

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- A child and their family have the right to have their personal information kept private.
- Services must adhere to strict laws concerning privacy, confidentiality and disclosure.
- A family must give permission before an educator seeks advice or assistance about their child from professionals or other community services.
- An educator must not share the family and child's circumstances with other friends, family members or colleagues who are not involved in the support plan.

Question 23

Scenario 1:

Jackson, aged three years old, was observed in the bathroom pulling down his pants and showing another boy [Josh], his friend. He said, 'Look at mine. It's different from yours'.

The educator says, 'Jackson, can you please finish going to the toilet and wash your hands? Josh is just in here to go to the bathroom'.

Jackson responds well to the request and follows the educator's instructions.

Scenario 2:

Arabella approached the educator and said, 'Sam showed me his willy'. Sam is aged four.

The educator looked for Sam and saw that he was behind the shed in a small space with another child. The other child was on their knees, and Sam had his pants down. The educator spoke to Sam, and he was shocked and then ran away. Sam was hiding and crying. When the educator went to talk to him and ask what was happening, he said, 'It wasn't me. It was a secret'.

Scenario 3:

Tyson, aged two years old, was acting differently than usual on this day. He hit an educator across the face and displayed lots of anger. At one point, he stood and yelled at the educators and said, 'I told you that you would cop it!'.

Then he pushed another child and said, 'Look what you did now'.

Scenario 4:

Kindall, aged 18 months, eats excessively when food is provided to her. She often vomits because she eats so much. She leans over her food and pushes other children away from her food. She is very skinny and has bad eczema, which often bleeds. She cries for much of the day but won't go to the staff. She tends not to make eye contact with others.

a) Explain mandatory reporting and what is involved. [Approximate word count: 100-120 words]

assessor can refer to: https://www.acecqa.gov.au/resources/applications/reporting. Responses should approximate the benchmark answer.

A sample answer is provided below.

> The purpose of critical reflection is to:
> - Mandatory reporting is the legal requirement for certain professional groups to report a reasonable belief of child physical or sexual abuse to child protection authorities.
> - If a child is at risk, the service must call the child protection agency or Department in your State/Territory to report the risk.
> - Educators must report all suspected abuse or neglect.
> - Services must notify the regulatory authority within 24 hours of becoming aware of a serious incident
> - Services can notify the regulatory authority of serious incidents using the online NQA IT System or record incidents using the ACECQA (or similar) incident, injury, trauma and illness record template for any supporting evidence or other (non-serious) incidents.
>
> Source: Victorian State Government, ND, Children, Youth and Families: Mandatory Reporting, https://providers.dffh.vic.gov.au/mandatory-reporting

b) Based on the behaviours of the children in each scenario, identify if each scenario would require the educator to adhere to their mandatory reporting responsibilities and explain why it is necessary or not necessary.

Assessor Instructions: Students must identify which scenarios will require mandatory reporting and provide an explanation for their answers. Responses to "Does this need reporting" must match the benchmark answer in column 2 of the table below. Responses to 'Why/why not' will be in the student's own words but will include a reasoned answer that is consistent with the benchmark answer reasoning.

A sample answer is provided below.

Scenario	Does this need to be reported?	Why/why not? [Approximate word count: 15-30 words]
Scenario 1	No	This is age-appropriate behaviour, and the child didn't seem upset by the educator's engagement. I would let the parents know and include some physical activities with children where we discuss their own space.
Scenario 2	Yes	The child was hiding and upset when he witnessed him pulling his pants down. This needs to be reported. The other child must also be reported, as they have been exposed to inappropriate sexual behaviour.
Scenario 3	Yes	This is raised concern because of how he is behaving; it seems that it is not age-appropriate, and he may have witnessed something at home that should be investigated.
Scenario 4	Yes	This needs to be reported as her behaviour presents with indicators consistent with possible neglect.

Question 24
Describe the physical environment requirements as mandated in Quality Area 3 of the National Quality Standard(s) to ensure the inclusion of all children. [Approximate word count: 110-130 words]

The physical environment is safe and suitable and provides a rich and diverse range of experiences that promote children's learning and development, including:

- The design of the facilities is appropriate for the operation of a service.
- The physical environment must be fit for purpose, supporting every child's access.
- The furniture and equipment are safe, clean, and well-maintained.
- The environment is inclusive, promotes competence and supports exploration and play-based learning.
- Outdoor and indoor spaces are organised and adapted to support every child's participation.
- Outdoor and indoor spaces engage every child in quality experiences in both built and natural environments.
- Resources, materials, and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.

Source: ACECQA, ND, Quality Area 3, https://www.acecqa.gov.au/nqf/national-quality-standard/quality-area-3-physical-environment

Question 25

Explain the legal and/or ethical considerations regarding positive guidance and behaviour guidance research that impact practices around inclusion at a leadership level. (Approximate word count: 90-110 words)

- Under the Children's Services Act 1996 and the Children's Services Regulations 2009, children's services must ensure:
  - No child will be subjected to any form of corporal punishment or any unreasonable discipline in the circumstances.
  - Every reasonable precaution will be taken in order to provide protection for children from any harm and hazards that are likely to cause harm or injury.
  - They have a behaviour management (behaviour guidance) policy in place and available for inspection at all times.
  - Education and care are provided, and children are given positive guidance and encouragement toward acceptable behaviour.
- Behaviour guidance research indicates that sensitive, nurturing adults and a quality learning environment are essential for achieving positive learning outcomes for children.
- Children are supported to succeed, develop positive self-esteem and increase competence when positive and active approaches to supporting behaviours and providing guidance to reduced challenging behaviours are adopted by services.

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Question 26

Identify five (5) behavioural or psychological disorders that may create barriers to participation.

[Approximate word count: 15-30 words]

Assessor Instructions: Students must identify any five (5) behavioural or psychological disorders that may create barriers to participation. Responses will vary and will be in the student's own words. Students can select any five (5) of the example disorders listed below or identify additional disorders.

A sample answer is provided below.

- Anxiety
- Depression
- Oppositional Defiant Disorder (ODD)
- Conduct Disorder (CD)
- Attention-Deficit/Hyperactivity Disorder (ADHD)
- Tourette Syndrome
- Obsessive-Compulsive Disorder (OCD)
- Post-traumatic Stress Disorder (PTSD)

Question 27

Identify five (5) family circumstances or needs associated with increased risk of harm for children that may impact the inclusion of the child and their family. [Approximate word count: 60-80 words]

Assessor Instructions: Students must identify any five (5) family circumstances or needs associated with increased risk of harm for children that may impact the inclusion of the child and their family. Responses will be in the student's own words and will vary but will demonstrate knowledge of family circumstances, increasing the risk of harm that can impact inclusion. Responses should approximate any five (5) responses from the benchmark answer.

A sample answer is provided below.

- The social or geographic isolation of the child, including lack of access to extended family.
- Violence in the family, including a history of domestic violence.
- Physical or mental health issues for the parent or caregiver have an effect on their ability to care for the child.
- The parent or caregivers' abuse of alcohol or other drugs has an effect on their ability to care for the child.
- Relationship instability.
- Death of a parent.
- Abuse and neglect.
- Family violence.
- Parental drug and alcohol use.
- Parental mental illness and intellectual disability.

- Temporary financial hardship.
- Exposure to unsafe adults.
- Lack of parental supervision of a child

Question 28

Conduct research and identify five (5) common disabilities where children experience physical, sensory, or developmental challenges. Outline how the disability may impact the child's inclusion and create barriers to participation.

Assessor Instructions: Students must identify any five (5) common disabilities where children experience physical, sensory, or developmental challenges. The student will outline how it may impact the child's inclusion and create barriers to participation. Responses will be in the student's own words and will vary but will demonstrate knowledge of disability types and possible impacts and barriers in early childhood.

A sample answer is provided below.

Disability type	Impact/barrier (25- 40 words)
• Intellectual disabilities/developmental delay	Children may fail to meet typical milestones and can have a delay in motor, speech, memory, and logic. They may benefit from early intervention to manage deficits.
• Cerebral palsy (CP)	Commonly a motor disability can affect movement and mobility. However, CP can also impact intellectual functioning and cause sensory disabilities that cause seizures and vision/hearing loss.
• Autism spectrum disorder	May have high-skilled areas and a narrow focus on preferred areas but struggle with non-verbal communication and relationship skills. Can be resistant to change and require predictable routine and management of sensory environments (e.g., low light and sound)
• Down syndrome	It can cause an intellectual delay (from mild to severe) and low muscle tone and 50% of children will have a heart condition that impacts their capacity for strenuous physical activities. Low muscle tone can also impact tongue protrusion which causes speech issues.
• Sensory processing disorder and other sensory-related disabilities (issues with sight, sound, and other sensory stimuli).	Sensory processing impacts how the brain manages information and can cause cognitive delays. Sensory disabilities impact vision and hearing and can cause barriers to receiving information, instruction, and environmental cues.

Question 29

Explain the concept of critical reflection and its importance for those working in regulated children's education and care service in Australia. (Approximate word count: 80-100 words)

Assessor Instructions: Students must provide an explanation of critical reflection and its importance. Responses will be in the student's own words and will vary but will demonstrate knowledge of critical reflection and its importance.

A sample answer is provided below.

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- Critical reflection allows reflection to be a more thorough reflection by ensuring coverage beyond what might or might not cover in other forms of reflection. It is a process of closely examining all aspects of events/experiences from different perspectives. It develops an understanding of the core emerging issues.

It is important as it can facilitate the following:

- A rethinking of held perspectives by sharing thinking with others.
- Collaboration on decisions and shift practices based on shared discussions and thinking.
- Critical reflection allows consultation with other colleagues, in-house and with external networks.

Question 30

Explain how and why an educator may use critical reflection. [Approximate word count: 165-185 words]

Assessor Instructions: Students must provide an explanation of how and why an educator uses critical reflection. Responses will be in the student's own words and will vary but will demonstrate knowledge of how and why educators use critical reflection.

A sample answer is provided below.

How:
- Reflection can occur with the educator and other staff to gain opinions and share experiences and insights to improve practices. The reflection can be formal in that it is timetabled or scheduled to ensure it occurs, such as a team meeting or occurs within systems, such as performance-based discussions. It can also occur as self-reflection for areas that you personally find challenging or uncomfortable. Having identified own beliefs and experiences, these can be compared these to contemporary theories and practice to build knowledge and extend practice.
- Reflection provides a platform for educators to agree on expected behaviours. In addition, it can expose own biases and lead to more open-minded and inclusive practices to guide children's behaviours.

WHY:
- Critical reflection allows educators to regularly identify and explore their own values and experiences to help determine how an individual's values fit with ideas, concepts, and theories, such as inclusion and behaviour management.
- Critical reflection is vital as it allows educators to make changes and improve their practice, knowledge, and interactions. Critical reflection outcomes include enriching children's learning and improving the educator's knowledge, skills, and social and self-awareness.

Question 31

Explain the effects of meaningful/good critical reflection. [Approximate word count: 70-90 words]

Assessor Instructions: Students must provide an explanation of how and why an educator uses critical reflection. Responses will be in the student's own words and will vary but will demonstrate knowledge of how and why educators use critical reflection.

A sample answer is provided below.

- Draws on personal, group or workplace experience.
- Looks at experiences with a 'critical eye' when testing theories or new learning. Looks deeply and genuinely into issues and practices.
- Focuses on a specific focus period, event, or incident that is the subject of the reflection.
- Has a scale broad enough to challenge and provide meaningful insights.

Question 32

How does a social environment that is positive impact a child's behaviour? Provide two (2) positive impacts. (Approximate word count: 30-50 words)

Assessor Instructions: Students must provide any two (2) positive social environment impacts on a child's behaviour. Responses will be in the student's own words and will vary but will demonstrate knowledge of the impact of a positive social environment on a child's behaviours.

A sample answer is provided below.

Positive impacts:

- Where a child feels they can make choices, they will have improved cognitive and psychological development.

- A welcoming social environment assists children in feeling like they belong and are represented. It contributes towards their educational achievement.

Assessment checklist:

Students must have completed all seven questions within this assessment before submitting. This includes:

1	Thirty-two (32) short answer questions	☐

Congratulations, you have reached the end of Assessment 1!!